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ABSTRACT

GRADES OR AGES: Grade 7. SUBJECT MATTER: Social studies, Southeast Asia. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four subunits--physical geography, social development, economic development, and history and government. The central section of each subunit is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The first page of each subunit lists objectives for that subunit. Within the central section of each subunit, activities are listed in the second column. Each group of activities is related to a topic listed in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of the central section of each subunit. Each group of materials is related to one or more activities. In addition, several appendixes to three of the four subunits contain curriculum materials. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" in each subunit lists ideas students should understand and skills they should possess by the end of that subunit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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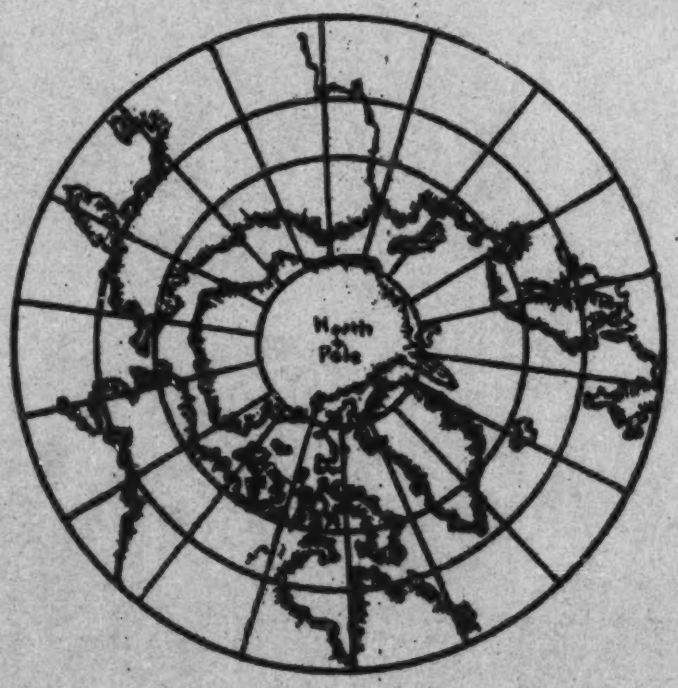
SOUTHEAST ASIA
RESOURCE UNIT II
GRADE 7



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

TABLE OF CONTENTS

		Page
SECTION I.	Physical Characteristics of Southeast Asia	1
	A. Major Understandings	1
	B. Other Understandings	1
	C. Vocabulary	2
	D. Development of Unit	3
	E. Evaluation	11
	Appendix A	12
	Appendix B	13
	Appendix C	14
SECTION II.	Ethnic Backgrounds and Social Development	15
	A. Major Understandings	15
	B. Other Understandings	15
	C. Vocabulary	17
	D. Development of Unit	18
	E. Evaluation	26
	Appendix A	27
	Appendix B	28
SECTION III.	Economic Development	31
	A. Major Understandings	31
	B. Other Understandings	31
	C. Vocabulary	32
	D. Development of Unit	33
	E. Evaluation	42
SECTION IV.	Historical Developments and Governmental Systems	43
	A. Major Understandings	43
	B. Other Understandings	43
	C. Vocabulary	44
	D. Development of Unit	45
	E. Evaluation	50
	Appendix A	51
	Appendix B	52
	Appendix C	53
	Appendix D	55

SECTION I.
PHYSICAL CHARACTERISTICS OF SOUTHEAST ASIA

SUGGESTED TIME: 2-3 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should realize that they must be familiar with the physical characteristics of Southeast Asia if they are to gain an understanding of the living conditions, population distributions, and occupations of the people.

2. The students should also become aware of the fact that the people of Southeast Asia have in some ways modified and changed the physical environment.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. Southeast Asia lies in the low latitudes.

2. Southeast Asia has a variety of landforms.

3. The major portion of Southeast Asia lies close to the equator and its temperature varies little from season to season (with the exception of Northern Burma, Thailand, and Laos).

4. Population distribution in Southeast Asia is reflective of climate, topography, and natural resources.

5. The major means of transportation in Southeast Asia continues to be use of natural waterways.

6. The physical characteristics of Southeast Asia have hindered transportation and communication.

VOCABULARY

archipelago

Chao Phraya

delta

flood

Irrawaddy River

island

klong

latitude

longitude

Mekong River

monsoon

peninsula

Red River

typhoon

volcano

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the outstanding physical and topographical features of Southeast Asia and what is their importance to the people?	Using a wall map locate with the children the major mountains, rivers, lakes, islands, plains, plateaus, highlands and the like, (Appendix A, p.12) You might wish to show the following filmstrips: SS-I-12-a-e Introduction to Globe Skills Title II SS-W-21-c Map and Map Projections. Have the students make their own maps showing these physical features. While some of the students are making maps showing all the major physical features other students might make seperate maps of: . mountains, plains, plateaus, and highlands (elevation) . rivers, lakes, and islands (water bodies) These could be duplicated and passed out for all students to keep in their notebooks. A chart might be made giving some basic facts about the major rivers of Southeast Asia. Headings on this chart might be: Name Location Length River Cities Navigable Distance Source Mouth Be sure that the students understand the terms source and mouth, and that navigable distance means how far a vessel can travel on the river. On the wall map trace the course of the major rivers and the directions in which they flow.	Wall map Classroom Atlas Goode's Atlas Economic Atlas Almanac Fideler: Southeast Asia pp. 15-35; 146-150; 178; 186; 195-196; 201; 208; 217; 219; 225; 233; 240. Ginn: Eurasia pp. 106-107; 111; 114; 121; 123-124; Prentice Hall; Eastern and Southern Asia pp. 34-35; 36-39; Laidlaw: Southeast Asia pp. 2-3 Scholastic Press: Rim of Asia pp. 81-82; 84-85; 96-101; 112-114; 123; 132-133; 141; 149; 152 Ginn: Thailand pp. 4-9 Ginn: Indonesia pp. 6-8 M. Mathers: Story of Indonesia pp. 50-56; 60-61; 66; 67-69; M. Mathers: Story of Thailand pp 21-26

DEVELOPMENT OF UNIT (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	As an additional activity for an interested student information might be gathered on some of the world's major rivers of Southeast Asia. The rivers of Southeast Asia compare? What patterns of living might you expect to find near these rivers? Why? A bar graph could be constructed showing the navigable distance of the major rivers of Southeast Asia. Class discussion-Is there much water power available in Southeast Asia? What potential does this water power have? Why do you think it hasn't been greatly developed as yet? In what ways might man take advantage of this potential? Discuss the term delta-What is a delta? Where is one found? Locate the delta of the Red River-it is one of the most densely populated sections of Southeast Asia. Why do you think this is true? Discuss the term volcano-note that volcanoes strech from east to west through out the island of Java as well as other parts of Southeast Asia. Nearly two-thirds of Indonesia's people live on Java. Can you explain why? Are there any volcanoes in the United States? Locate them. What is the difference between an active and an extinct volcano? A student might do some independent work on how volcanoes are formed, why they erupt, and the location of some major volcanic eruptions. A good example would be Krakatoa which erupted in	Van Nostrand: <u>World Geography and You</u> pp. 378; 384-389; 90 Scott Foresman: <u>Beyond the Americans</u> pp. 376-377 Fideler: <u>Asia with Focus on Southeast Asia</u>. pp. 92-105; 179-182; 204; 212; 221; 227; 234; 243; 245; 252; 262; 271; Fideler: <u>Picture Set of Southeast Asia</u>. p. 11 Holt, Rinehart & Winston: <u>Southeast Asia</u> <u>Filmstrips</u> SS-C-60-a Burma-the land SS-R-17-a Philippines: Land SC-E-5-e Story of Mountains SC-E-5-f Story of Volcanoes <u>Study Print</u> Title II-SP-45 A-F Volcanoes Holt, Rinehart & Winston: <u>World Geography Today</u> pp. 327-329

DEVELOPMENT OF UNIT (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	1883 and created a thousand foot hole in the ocean floor. Perhaps a model of a volcano could be constructed and diagrams could be made showing the crater of a volcano and explaining how it erupts. Discuss the terms island, peninsula, and archipelago. How are they different? How are they the same? On a wall map locate the islands of Southeast Asia, the peninsulas; the archipelagoes. Using the picture in the Fideler set discuss the idea of land bridges in Southeast Asia. What were they? When do you think they existed? Why do you think geographers feel they exested? An interested student might investigate the way in which islands are formed and give a report to the class. A list might be compiled of some of the major islands in the world. Find their size and compare them with the major islands of Southeast Asia. Trace their size and make a chart using their outlines to depict differences in size.	
A. What vegetation regions are found here and how have they been significant in the life of the people?	Make a map showing the natural vegetation regions of Southeast Asia. Use a geography book to define terms and describe the regions. Using the Classroom Atlas discover other areas of the world which have similar vegetation; examine location particularly.	
B. What is the size and location of Southeast Asia?	Find an estimate of the total land area of Southeast Asia. As a means of comparison find the land area of the United States. Discuss the meaning of a square mile.	

DEVELOPMENT OF UNIT (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A chart or graph could be made showing the countries of Southeast Asia and arranged from largest to smallest in size From this chart which areas do you think would be most important? Why? Are they? Which have you heard most of? Where? In what connection?	
What is the climate of Southeast Asia and what has been its significance?	Discuss with the class the meaning of the term climate and the difference between climate, temperature, and weather. With the class compile a list of those factors which effect climate. . latitude . elevation . ocean current . distribution of land and water Discuss with the class the use of latitude and longitude in locating an areas. How does a ship captain or airplane pilot use these? Explain that there is a direct relation between latitude and climate. Pass out a duplicated copy of the chart in Appendix B for discussion. Using the Classroom Atlas decide in what latitudes - high, middle, or low - Southeast Asia is located. From this decide what the climate of Southeast Asia will be like. Make a map showing the climatic regions found in Southeast Asia. Are there any parts of the United States which have the same climate? Why? Make a map showing average annual rainfall in Southeast Asia and make a rainfall map of the world. Notice that Southeast Asia receives one of the highest average annual rainfalls in the world.	Fideler: Southeast Asia pp. 36-45; 178; 186; 196; 202; 208; 219; 225; 233; 240 Ginn: Eurasia pp. 111-112 Prentice Hall Eastern and Southern Asia pp. 35-36 Laidlaw: Southeast Asia p. 3 M. Mathers: Story of Thailand pp. 20-21 M. Mathers: Story of Indonesia pp. 56-57; 59(m) Ginn: Thailand pp. 10-14 Fideler: Asia with Focus on Southeast Asia pp. 106-113; 204-271 (selected pages)

DEVELOPMENT OF UNIT (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	What implications does the amount of rainfall have for agriculture? Living conditions? Why do you think Southeast Asia receives so much rainfall? Why is the rainy season so important in Southeast Asia? Have a student define the terms monsoon and typhoon. Several students might then prepare a special report on monsoons and typhoons explaining what they are, why they occur, when they occur and giving some information on recent typhoons in Southeast Asia and the result of these.	Holt, Rinehart & Winston: <u>World Geography Today</u> p. 329 Van Nostrand: <u>World Geography and You</u> pp. 23-32; 37; 391; 393; 394; Atlas Almanac <u>Filmstrip</u> SC-F-20-E Weather and Climate
What is the population distribution in Southeast Asia? Why is it distributed in this manner?	Find the total population of Southeast Asia. Compare this with the population of the United States. Note the area of Southeast Asia and United States found before. What does this tell you about population density in Southeast Asia? Where are the areas of dense population? Why? Make a population graph of Southeast Asia and one of the world. How does Southeast Asia compare in density of population with other areas? Why? Find the country with the largest total population in Southeast Asia. Does it also have the greatest area? Is it the most densely populated area? What country has the greatest population in the world? What is the most densely populated country in the world?	Atlas Almanac Various Maps Made by children Fideler: <u>Southeast Asia</u> pp. 78; 178-240 (selected pages) Fideler: <u>Asia With Focus on Southeast Asia</u> pp. 16-17; 138; 204-271 (selected pages) Scholastic: <u>Rim of Asia</u> p. 81

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion: What factors do you think effect population distribution? Why and how? • physical features climate rainfall location • resources and raw materials • accessibility Have the students examine the physical features maps they have made to discover why people live where they do. What relationships can they find? Where do people prefer to live? By examining these maps the students should be able to tell why most of the people of the area are farmers. They should understand that the environment influences the way people live and the way they make a living. What other factors influence one's choice of how to make a living ? • capital • education • skill • technical knowledge • hard labor	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have a student define the term capital in its broadest sense. Point out its importance as a factor in enabling man to change his environment. Without it education, skill, and techinical knowledge would be of little value. Why is this true? What are some sources of capital? Class discussion - Can people have any effect upon their environment? Can they change it in any way? Elicit from the children the idea man can improve his environment - for example he can build a canal - or he can control environmental conditions, such as build a dam. Emphasize the fact that for man to exercise some control over his environment, he must possess capital, have some degree of techinical skill, and most importantly, be willing to work hard and long. To culminate the discussion the class might be divided into groups to list ways in which man has influenced or changed his environment and ways in which the environment has influenced man.	
What are the major cities of Southeast Asia? Why have they become important?	Have the students compile a list of major cities. See appendix C for some suggestions. With the class locate these cities on a wall map. Have a student prepare a map showing the location of these cities. Prepare a chart or graph giving information on their population. Prepare special reports on some or all of these cities. In these reports include the following information: Location, History, Places of Interest, People, Occupations, Industries, Communication, Transportation, and Recreation.	Fideler: Asia with Focus on Southeast Asia. pp. 136; 207-209; 217-218; 224; 230-231; 238; 248-250; 253; 265 Fideler: Southeast Asia pp. 74,78; 181-183; 191-193; 198; 204-205; 212; 222-223; 226-227; 235 Ginn: Eurasia pp. 109-110; 116; 118-119; 121-122; 125-126

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	As a culminating activity a large chart could be prepared for the bulletin giving some of the above information about cities. Class discussion - What factors influence the location of a city? Find 5 or 6 of the largest cities in the world and list them on the board. Locate them on a map and try to deduce common factors about location of a city. Note that every city has its own peculiar flavor due to the cultural, economic, political, and social life of its people. In what ways can you determine the "flavor" of a city?	Laidlaw: Southeast Asia p. 27-28 Prentice Hall: Eastern and Southern Asia p. 4 Ginn: Thailand pp 64-76 Ginn: Indonesia pp. 35-42 M. Mathers: Story of Indonesi pp. 34-39 M. Mathers: Story of Thailand pp. 4-17
What types of transportation and communication are found here?	Various maps could be made showing the major roads, railroads, and airways (with main airports) of Southeast Asia. Class discussion - What do you think is the major means of transportation here? Why is this true? Examine the maps made of transportation routes. Why are roads and railroads of minor importance? What effect does a poorly developed transportation system have on the people? Perhaps a large map for the bulletin board could be made showing the major transportation routes in Southeast Asia.	Scott Foresman: Beyond the Americas p. 379 (m) Atlas Almanac Filmstrips SS-C-60-g Thailand-Land and Cities SS-H-24-a Ambon-Moluccas, Indonesia SS-H-24-d Cebu-Philippines SS-H-24-e Jogjakarta-Indonesia SS-H-24-f Kuala Lumpur-Malaya SS-H-24-G Rangoon - Burma SS-R-17-f Important Cities ECONOMIC ATLAS Fideler: Southeast Asia, Chapter 11. Fideler: Asia with Focus on Southeast Asia, Chapter 16. Scott Foresman: Beyond the Americas p. 474
What conclusions can we draw about the physical characteristics of Southeast Asia?	In class discussion lead the class to deduce the ideas expressed in Other Understandings of this section. It is not necessary for them to memorize these understandings but rather to understand the basic ideas expressed in them.	

EVALUATION

1. Can the students locate and identify the outstanding physical features of Southeast Asia?

2. Are they familiar with the different types of land forms found in Southeast Asia?

3. Are the students familiar with the meaning of the term vegetation and can they identify the types of vegetation found in Southeast Asia?

4. Is there an understanding of the factors that influence climate and weather in Southeast Asia?

5. Can the students identify the types of climate found in Southeast Asia?

6. Are the students aware of the extent to which environmental factors challenge the people?

7. Are the students acquainted with the pattern of population distribution in Southeast Asia?

8. Are the student able to examine and evaluate the factors which influence these patterns of population distribution?

9. Can the students locate and identify some of the major cities of Southeast Asia and do they understand the importance location has in the development of a city?

10. Can the students analyze the cultural, economic, political and social aspects of life in the cities of Southeast Asia and do they realize that these aspects are common characteristics of all cities?

11. Can the students associate and compare these aspects of the cities of Southeast Asia with their own city and other cities in the world with which they are familiar?

12. Is there an understanding of the reasons for the primitive form of transportation found in Southeast Asia?

13. Are the students aware of the fact that an interrelatedness between the people and the environment exists?

14. Can the students evaluate the changes the people have made in the environment?

APPENDIX A

PHYSICAL FEATURES OF SOUTHEAST ASIA

Gulfs and Bays

Bay of Bengal
Gulf of Martaban
Gulf of Siam
Gulf of Tonkin
Lingayen Gulf

Rivers

Bang Pakong
Cagayan
Chao Phraya (Menam)
Chindwin
Irrawaddy
Kalantan
Khong
Mae Klong
Mekong
Rajang
Red
Salween
Sittang

Lakes

Lake Toba
Tonle Sap (Great Lake)

Islands

Anambas Islands
Andaman Islands
Natuna Islands
Nicobar Islands

Plateaus

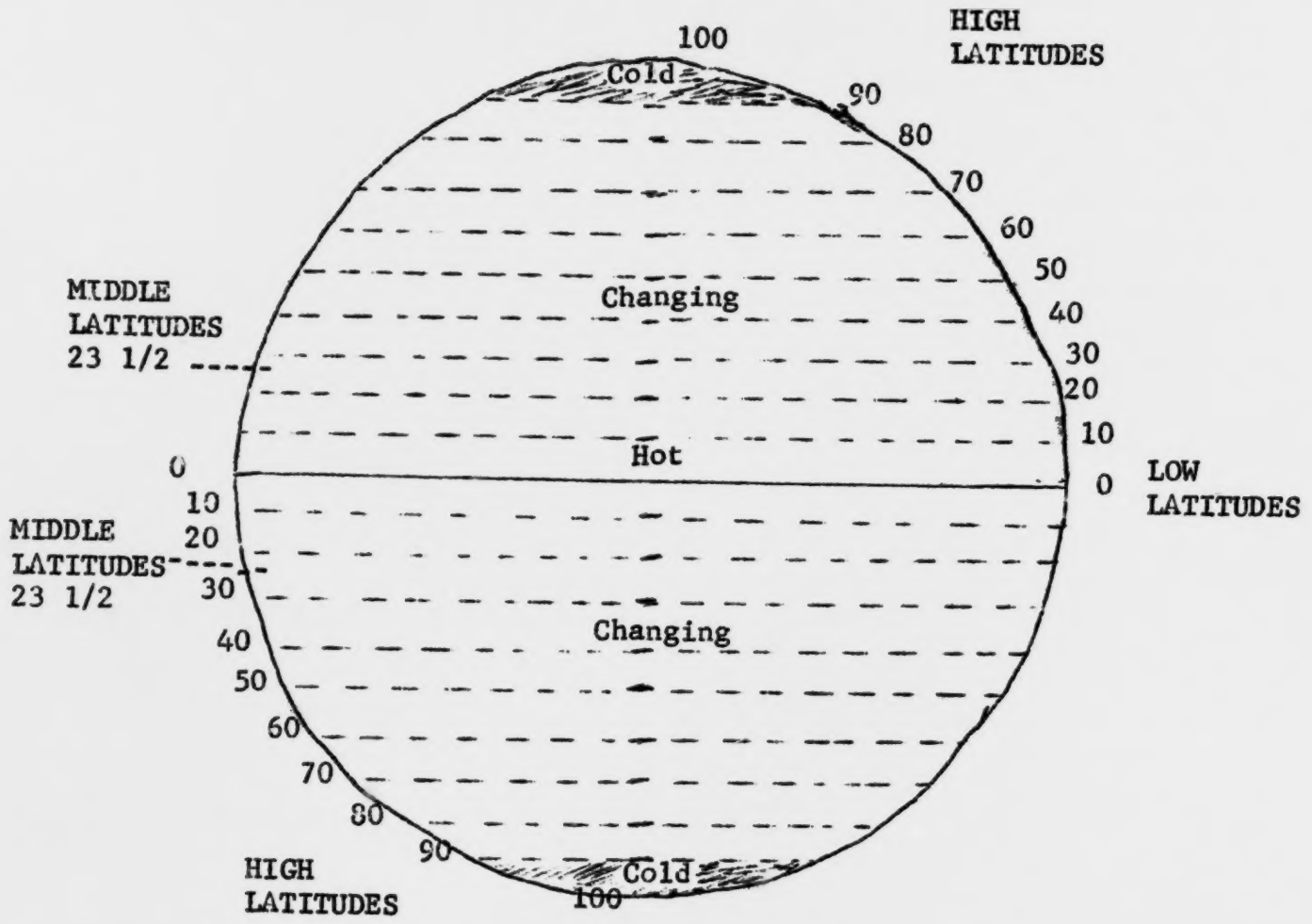
Korat Plateau (Thailand)
Plain of Jars (Laos)
Sha Highlands
Tran Ninh (Laos)

Mountains Ranges and Peaks

Annamite Chain
Arakan Yoma
Barisan Mountains
Bilauktaung Range
Cardamon Mountains
Dawna Range
Gunung Binaya
Inthanon Peak
Mt. Agung
Mt. Apo
Mt. Kerinchi
Mt. Kinabalu - highest
Mt. Mahameru
Mt. Mayon
Mt. Victoria
Pegu Yoma
Tenasserin Range

APPENDIX B

LATITUDE AND CLIMATE



From: Follett: Exploring Our Country, p. 366.

APPENDIX C

MAJOR CITIES OF SOUTHEAST ASIA

Cambodia

Phnom Penh

Laos

Vientiane

Singapore

Singapore

South Vietnam

Saigon-Cholon

Thailand

Bangkok
Chiang Mai

Philippines

Manila
Quezon City
Cebu

Burma

Rangoon
Mandalay
Moulmein

North Vietnam

Hanoi
Haiphong-port
Campha

Malaysia

Kuala Lumpur
Penang
Ipoh

Indonesia

Bandung
Jakarta
Surabaja
Jogjakarta

SECTION II
ETHNIC BACKGROUNDS AND SOCIAL DEVELOPMENT

SUGGESTED TIME: 3-4 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should realize that a wide variety of ethnic and cultural backgrounds are found in Southeast Asia.

2. The students should understand that colonialism and imperialism have been influential in the development of Southeast Asia.

3. The students should realize that a variety of educational levels, living standards, health and other social conditions exist in Southeast Asia.

4. The students should understand the influence of such factors as history, physical characteristics, and economic development on the social development of Southeast Asia.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. It is likely that the earliest inhabitants of Southeast Asia were Negritos.

2. Mongoloid invaders drifted into Southeast Asia from southern China.

3. Western European countries and the United States gained control and influence in Southeast Asia.

4. With the exception of Thailand every country in Southeast Asia experienced colonial rule.

5. The experience with imperialism has been both helpful and harmful to Southeast Asia.

6. A variety of ethnic groups speaking many different languages can be found in Southeast Asia.

7. The educational systems of most of Southeast Asia have not been sufficiently developed to meet the needs of the majority of the people.

8. A large segment of the population of Southeast Asia lives in farming villages under conditions which would be considered inadequate by modern Western European standards.

9. Many forms of the fine arts have been created by the peoples of Southeast Asia.

10. Insufficient transportation and communication and an underdeveloped economy have been major factors in the slow social development of Southeast Asia.

11. Southeast Asia has borrowed some Western European ideas, customs, and beliefs.

12. Some Americans trace their ancestry to Southeast Asia.

VOCABULARY

beriberi

Buddhism

Confucianism

custom

ethnic

Ferdinand Magellan

filariasis

Hinduism

imperialism

Islam

Khmer Empire

Malaria

Mongoloid

Moslem

parasite

racial

ritual

sanitation

social problem

Taoism

Thailand

technology

tradition

tuberculosis

values

Vasco da Gama

Westerner

yaws

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Who were some of the early peoples of Southeast Asia? When and why did these people migrate into Southeast Asia?	Draw a map to show the migrations of some of the earliest peoples into Southeast Asia. Include • The Australoids • The Negritos • The Melanesoids • The Indonesians • The Malayans The class might be divided into groups to report on these early peoples. They should tell where each group came from, when they came, what skills each brought, and the location of descendants of any of these groups today. Later peoples who came to Southeast Asia were • The Mons and Khmers • The Vietnamese • The Pyus and Burmans • The Shans or Thais Groups should report on these peoples in the same way. Several students should prepare special reports on the influence the Indians and the Chinese have had politically and socially in Southeast Asia. A group of several students should prepare a report on the Khmer civilization of the 9th century located in Cambodia. They should locate the city of Angkor and report on the ruins discovered in that city. (See appendix B.) Class discussion - What groups of people have influenced the development of the Southeast Asians? In what way has each been influential? Use the wall map to locate various groups of people. It should be noted that the Chinese were influential during the Han Dynasty (207BC to 220AD).	Almanac Fideler: Southeast Asia pp. 46-51 Fideler: Asia With Focus on Southeast Asia pp. 114-117 Prentice Hall: Eastern and Southern Asia P. 39 Scott Foresman: Beyond the Americas pp. 378-384 Ginn: Indonesia pp. 17-24 Ginn: Thailand p. 16 M. Mathers: Story of Indonesia pp. 133-134

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why did Westerners come to this area?	Discuss the reason Europeans were seeking a route to the Orient. Note that they were in search of spices such as pepper, cloves, and nutmeg. Why were these spices so important? Perhaps a few interested students might report on some of the major spices grown in this area. A map could be prepared showing where these spices were grown. Two of the earliest countries to gain foothold in Southeast Asia were Portugal and Spain. Vasco da Gama sailed to Calicut, India and other Portuguese fleets sailed to Ceylon and Malacca. Ferdinand Magellan landed in the Philippines. Report on these two explorers in connection with Southeast Asia. Special reports could be prepared on Marco Polo, Stamford Raffles, and James Brook. Make a chart giving the name of the explorer, country, date and place visited, and significance of the journey. Duplicated copies of this chart might be given to all students for their notebooks. Prepare maps showing the water routes of da Gama and Magellan. Also prepare maps showing some of the old trade routes. Why were Europeans seeking new routes? Note that eventually Europeans gained control of a good part of Southeast Asia. The people of Laos, Borneo, and New Guinea were less affected by Europeans because of their greater inaccessibility or their more primitive social systems. Also the people of Thailand, originally called Siam, remained free. Discuss the meaning of the term Thailand - "land of the free" - and its appropriateness.	Fideler: Southeast Asia Chapter 4 pp. 183-184; 193; 198-199; 206; 213; 215-216; 227-228; 235-236; 237-238 Fideler: Asia with Focus on Southeast Asia pp. 118-122; 209-210; 218; 224-225; 232; 239; 241; 254-255; 265-266; 272-273 Scholastic Press; Rim of Asia pp. 86-90; 102-105; 114-116; 126-128; 144-145; 151; 154 Laidlaw: Southeast Asia p. 11 Scott Foresman: Beyond the Americas pp. 387-390; 391-392 Ginn: Indonesia pp. 24-27 Filmstrips SS-G-5-A Marco Polo SS-G-5-C Magellan

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A report of conditions in Southeast Asia between the 16th and 19th centuries might be included to show that the advance in European control was not continuous through these years. The situation in the Dutch East Indies and the Philippines was significantly different from other sections of Southeast Asia. Note that Europeans were called Westerners. Why do you think this was so? What other valuable goods, besides spices, did Westerners find in Southeast Asia? How did Westerners help the people of Southeast Asia? What were the main reasons for Western interest in Southeast Asia? What problems did this cause? Discuss the term "imperialism". Why did the countries of Southeast Asia, wish to be free? In what ways did the colonies of Southeast Asia differ from the thirteen American Colonies? Another country which overran Southeast Asia was Japan in the 1930's and 40's. Make a map showing the extent of Japanese power in Southeast Asia. Perhaps a group of students might prepare a report on the reasons the Japanese invaded Southeast Asia and on how they drove the Europeans out of the area. Be sure the class understands that the Japanese secured cooperation of the Southeast Asians because they promised "Asia for the Asians".	
What groups of people are found in Southeast Asia today?	Define the terms racial and ethnic. Note that most of the people of Southeast Asia are descended from the Mongoloid race but they belong to a variety of ethnic groups. A panel discussion or class discussion should be held on the part that culture plays as a conditioner. That a person belongs to a specific ethnic or racial group does not influence his development nearly as much as the cultural factors to which he is subjected.	Scholastic Press: Rim of Asia pp 85-86; 98;113;124-125; 133-134;142;152 Laidlaw: Southeast Asia pp. 3-4; 6-7; 12-15; 35-36 Prentice Hall: East and South Asia pp. 40-41; 42-43

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discuss the term minority group with the class. The students should understand that the term has various meaning and it is within a given political unit that one defines the term. Religious and political affiliation and ethnic background are common bases for minority grouping. Divide the class into groups to report on the people found in each country. Tell about their appearance, ways of living, place of origin, and any contributions they have made to Southeast Asia and the rest of the world. Individual outline maps might be made to show the center or area of concentration of various ethnic groups. Most of the people of Southeast Asia live in farming villages. Discuss with the class the importance of farming to man. Note that it is the basic activity of man. Why is this true? Have a group do some reaearch and report on life in a farming village of Southeast Asia. Include information on where farming villages are generally located and why. Note the dense population in these areas. There are some large cities in Southeast Asia. A group might report on city life. The class could then compare and contrast life in the two areas. Which of the two, city or village, would you prefer to live in and why? Collect pictures of the people of Southeast Asia and display these on the bulletin board. Also the students might prepare original stories about a day in the life of a boy or girl their own age in a village or city of Southeast Asia.	Fideler: Southeast Asia pp. 179; 190; 196; 202-203; 209-210; 219-220; 234 Fideler: Asia With Focus on Southeast Asia pp. 205; 216; 222; 228-229; 235-236; 245-246 Ginn: Indonesia pp. 30-42 Ginn: Thailand pp. 30-36; 52-61 M. Mathers: Story of Thailand pp. 64-82 M.Mathers: Story of Indonesia pp. 6-49 Filmstrips SS-C-60-B Burma - People and Cities SS-C-60-D Malaya-Land and People SS-C-60-H Thailand -People SS-A-32-d Indonesia Village and City Life SS-A-32-f Philippines-Village and City Life SS-L-4-C Living in Indonesia and Philippines SS-L-4-D Living in Southeast Asia SS-R-17-c Philippines-People
What is culture?	Class discussion to review definition of this term.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Note that in Southeast Asia there is a mixed cultural heritage or rather that several cultures have acted on each other historically.	
What is social development? What degree of social development has been achieved in Southeast Asia? Why? How?	With the class define the term social development - "that which promotes anything related to society." Class discussion to determine areas to be studied in this section. • Family • Art and Literature • Recreation • Health • Education • Religion • Customs • Living Conditions Perhaps the class could be divided into several groups to do research in the various areas suggested above. Some of the topics could be grouped together i.e. • Family, Living Conditions and Customs • Health and Education • Religion • Art, Literature, and Recreation	Fideler: Southeast Asia pp. 79-84; 159-176; 178-242 (selected pages) Fideler: Asia With Focus on Southeast Asia pp. 137-142; 188-201; 204-273 (selected pages) Ginn: Thailand pp. 37-51; 101-114 Ginn: Indonesia Chapter 9 M. Mathers: Story of Thailand Chapter 4 pp. 72-72; 76-82; 84-110 M. Mathers: Story of Indonesia pp 80-119 Van Nostrand: World Geography and You Chapter 6 National Education Association: Other Lands, Other People pp. 89-128 Filmstrip SS-A-32-E Indonesia-Products, Customs, and Arts
	The following information should be included in the various reports: Family, Living Conditions, and Customs What is the composition of the family? What is the standard of living? What customs and traditions do the people hold? How does their way of life compare with ours? Health and Education What are the health problems in Southeast Asia? What diseases are common there? • Malaria • Tuberculosis	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	• Yaws • Filariasis • Beriberi • Diseases caused by internal parasites What preventive measures are being taken? What international Agencies are helping to improve conditions? What type of education is common in Southeast Asia? What degree of illiteracy exists? <u>Religion</u> What are the dominant religions of Southeast Asia? What are some major sects of these religious groups? What are the basic tenets of each religion? What specific beliefs and practices distinguish one religious group from the other? How do religious beliefs and values affect the lives of the people? To what degree does Christianity exist in Southeast Asia? How and when was it introduced to the area? <u>Art, Literature and Recreation</u> What have been the artistic developments? What influence has the West had on the art and literature of Southeast Asia? What is leisure time? How much would those persons in farming villages have? What types of recreation do Southeast Asians enjoy? How do they spend their leisure time? What have been some outstanding literary and artistic achievements?	

QUESTIONS	SUGGESTED ACTIVITIES	
	As a culminating activity a chart could be prepared headed country; religion, education, and language and filled in. Maps could be made showing the languages and religions of Southeast Asia. A student should report on the educational systems of Southeast Asia. These might be compared to the educational systems of the United States. Discuss the position of women in Southeast Asia. How does religious belief influence their position?	
What are social problems? What are the major social problems which exist in Southeast Asia?	Discuss with the class the term social problem-problems of society which curtail social development. With the class list some social problems of Southeast Asia. . Housing . Sanitation and Health . Minority groups . Low income . Schooling, etc. How do these social problems compare with those of the area where you live? What solutions might you suggest?	
What other conditions in Southeast Asia retard social development?	With the class discuss these conditions. Include . Poor transportation and communication . Lack of technical skills . Imperialism and colonialism . Religious beliefs . Economic underdevelopment . Small degree of manufacturing etc.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What future developments do you think will occur in Southeast Asian society?	Class discussion of this question. Be sure to bring out the fact that Southeast Asia is a region rich in minerals and has great agricultural potential because of its abundant rainfall and long growing season. Also it has an excellent location for trade and commerce. When and if the countries of Southeast Asia develop economically the standard of living should improve and further social development will probably occur.	

EVALUATION

1. Can the students identify the early peoples of Southeast Asia?

2. Can the students identify the Westerners who came to Southeast Asia and locate their colonial possessions?

3. Are the students familiar with the reasons Westerners came to Southeast Asia?

4. Is there an acquaintance with the explorers responsible for the development of Western interest in Southeast Asia?

5. Can the students identify and locate the ethnic and racial groups which populate Southeast Asia today?

6. Can a location be made of where these groups are concentrated?

7. Is there an awareness of the contribution these people have made to the world?

8. Is there an understanding of the reasons that these groups settled in particular areas?

9. Are the students able to define "social development" and "social problem?"

10. Are they aware of the various social problems that exist in Southeast Asia and do they understand the causes and effects of these problems?

11. Are the students aware of the categories to be studied under social development?

12. Do the students recognize the importance of education in the social development of Southeast Asia?

13. Can an examination be made of the living conditions of Southeast Asia and a comparison drawn with those of the United States?

14. Are the students aware of the extent to which the arts and literature have been developed in Southeast Asia?

15. Are they acquainted with the varied patterns of religion that exist in Southeast Asia and can they evaluate the influence of religion of the people there?

16. Is there an understanding of the factors-historical background, physical characteristics, trade, etc., which influence social development?

17. Can they recognize the conditions which generate social change?

APPENDIX A
PEOPLE OF SOUTHEAST ASIA

Burma

Burmanese
Chinese
Pakistanis
Indians

Cambodia

Cambodians (khmers)
Chinese
Vietnamese

Indonesia

Malayans
Chinese

Laos

Laotians
Vietnamese
Chinese
French
Meo and Kha
Tribesmen

Fed of Maylaya

Malayans
Chinese
Indians
Borneo Tribesmen
English

Philippines

Malayans
Chinese

Singapore

Chinese
Malayans
Indians

Thailand

Thais
Chinese
Malayans
Vietnamese

Vietnam

Vietnamese
Chinese
Cambodians

APPENDIX B

It seems that spices have always tempted traders. Europeans weren't the first people to set off in tiny boats over unknown waters in search of spices. Neither were the Arabs. Long before - very near the time Christ was born - traders from India set sail for the islands of the East Indies. They had heard rumors that the people there had spices to sell. Indian traders weren't going to let a chance to trade for spices slip past them. Not at all!

A group of islands just west of New Guinea were the islands where the very finest spices were produced. Naturally those were the kind of spices Indian traders wanted - the very finest. It is likely the captain of a ship would sail his ship through the strait east of Sumatra and on past the island of Java.

Before long those first Indian traders were starting settlements along their trade routes. After all, they wanted to be sure the routes would be safe. They started settlements along the coast of Burma and along the southern tip of the Malay Peninsula. They started settlements on the islands of Sumatra and Java.

Most of the people who lived in southeastern Asia were Mongolian, or of the branch of the Mongolian race called Malayan. The Mongolians watched the way things were done by the Indian traders and settlers whom they saw, and they began to do them the same way. They learned about Hinduism and Buddhism, about art and writing, about weaving cloth and working with metals.

Trading ships sailed back and forth over the route to the East Indies. Maybe some of the captains and their crews began to find the trip a little boring. Maybe some of them wanted to explore new places, meet new people, buy new things. However, it happened, Indian traders began to sail to China. Along their new routes they started new settlements. When Indian traders started new settlements, the Chinese controlled the northern part of these lands, but not the southern part, nor Thailand. Indian settlers got busy, and Indian civilization spread.

Some settlements never grew to be more than just small settlements. But some of the settlements grew to be so large that they became powerful kingdoms. Some of the kingdoms even established their own empires.

Just as in other parts of the world, there were rulers in southeastern Asia who added to their empires until they controlled thousands of miles of land and millions of people. Just as in other parts of the world, rulers in southeastern Asia could not always keep control. Sometimes they would lose all their lands. Sometimes their people would be taken captive. Then whole cities would be left deserted. Universities where thousnads of students had studied and discussed problems would stand empty and dusty. Beautiful temples where thousands of people had worshiped would be silent and neglected.

Appendix B (cont'd)

Jungle plants and trees grow fast. They grown thick, too. In some places in southeastern Asia, they covered roads leading to deserted cities. In one place they grew so thick that they hid a deserted city from view for centuries. There were whisperings of an enchanted city deep in the jungles of the country we now call Cambodia. But no one was sure it actually existed.

A Frenchman had come to the jungle in southeastern Asia to study plants and animals. He wasn't interested in stories about enchanted cities. Most people living during the nineteenth century laughed at such legends. Besides, the stories were frightening his men. One of the men kept looking around nervously. Another jumped every time he heard a little noise. It was all imagination, thought the Frenchman. Probably the whole story was just a fairy tale that people had actually begun to believe. It was plain to see that no people could ever have built a city in thick jungle like that all around him. And then he saw huge stone towers high above the jungle's treetops. He saw the towers clearly, outlined against the blue sky.

He shut his eyes and blinked them open again. The towers were still there. But they couldn't be! Or was there really an enchanted city deep in the tangled jungle?

There really was a city, with huge stone gates, and temples, and palaces. But it hadn't been built through magic. And it hadn't been the work of gods or of giants, as some who lived near by believed. The city had been built by men who had lived long before, during the ninth century. It was one of those settlements that had grown to be a powerful kingdom. Then it had been deserted - and forgotten.

In its day Angkor-Thom was probably one of the largest cities in the world. Nothing in Europe could have compared with it. Barbarians had long before invaded Rome. The people of France had not yet formed a nation, and Paris was still a small community. But in and around Angkor-Thom lived some thirty million people. The region was no jungle then. It was one vast rice field, irrigated by water from the Mekong and other rivers.

Angkor-Thom was the capital of a large region. Through its gates passed people from all over southeastern Asia. Men with baskets heaped high with rice and fruits and vegetables headed for the market place. So did housewives, anxious to drive a good bargain. Traders from farther away brought silks and precious stones. And travelers stood before huge temples and marveled. Even today, people marvel at how workmen of Angkor-Thom managed to move the huge stone blocks - some of them weighing as much as ten tons - that they used in building their temples. They marvel at the carvings and at the huge stone figures of people and of animals.

The people of Angkor-Thom had cleared jungle land for their city and for their rice fields. But when the people left, the jungle took back the land that once belonged to it.

Vegetation in the jungle grew tall and hid all the temples and towers of Angkor-Thom. And no one remembered anything about it. There were just some legends about an enchanted city deep in the dangerous jungle.

Appendix B (cθnt'd)

By the middle of the fourteenth century the Polynesians had explored and settled many of the eastern islands in the Pacific. In Java a strong new empire controlled trade in spices, and Javanese traders did a good business in selling Chinese teas, silks, and porcelains. The Javanese rulers were careful. They tried to protect their trade by keeping strong armies and navies, and they tried to find out just what people in neighboring lands were doing and planning. But Javanese rulers didn't know how to protect themselves against what finally happened.

The real danger came from the Moslems who had come to Java, but the Javanese didn't realize it. Moslems made themselves agreeable and likeable. Sometimes they even managed to marry into powerful Javanese families. Then slowly they tried to get the ruling groups to follow the Moslem religion.

Some groups accepted the new religion. And some groups didn't. The Javanese rulers weren't powerful enough to keep the people united. But neither were the Moslems. That's when the Europeans came to southeastern Asia.

The Portuguese, were the first to come, but the Dutch, English, and French weren't far behind. At first, practically all the Europeans who traveled almost half a world away from their homes did so because they wanted to trade. Trading seemed to be one of the best ways to get rich quickly. Europeans were willing to pay high prices for things like spices and silks. And traders were willing to make their customers pay for those risks, too, by charging high prices. After all, traders made the long, dangerous trips to southeastern Asia for only one reason.They wanted to make money.

Source: History of World People, Rand McNally, pp. 257-262.

Discussion Questions and activities:

1. Why have spices always tempted traders?
2. What did the Malayans learn from the Indians?
3. Locate some of the early empires of Southeast Asia mentioned above.
4. Report on other ancient cities whose discovery led to information about a group of people.
5. Report on the Javanese empire of the fourteenth century.

SECTION III
ECONOMIC DEVELOPMENT

SUGGESTED TIME: 4-5 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should become aware of what an economic system is.

2. The students should become aware of what an underdeveloped area is.

3. The students should become familiar with the extent to which the economy in this area has been developed, the factors which influence this development, and the interrelationship between the people and the economy.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. The agricultural and mineral wealth of Southeast Asia has attracted many foreigners interested in exploiting that wealth.

2. The countries of Southeast Asia lack the money, management, and skills necessary to establish modern industry.

3. The economy of Southeast Asia is basically agrarian, nonmechanized, and not diversified.

VOCABULARY

abaca

bamboo

capital

cinchona

Colombo Plan

copra

export

extensive agriculture

Ford Foundation

handicraft

hydroelectric

intensive agriculture

irrigation

kapok

latex

mahogany

mangrove

monsoon forest

petroleum refinery

plantation system

rattan

rain forest

raw materials

teak

terrace

textile

World Bank

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is an economic system? Are all economic systems alike? What factors account for the difference in economic systems?	In order for the class to become acquainted with what an economic system is, how it develops, and what it depends upon, hypothetical models of countries have been constructed. With the class work through the type of information given and the conclusions that can be drawn from it for one of the areas. Then divide the class into two groups. One group can take the remaining area and the other group can take an actual country of Southeast Asia (Burma), find the necessary information and draw conclusions. 1. Construct a wall map containing the information given. 2. What do the people here need for survival? 3. In what ways might they provide food for themselves? 4. What factors would be necessary for trading to develop here? 5. What steps are necessary for this region to achieve economic growth? Note: These areas are purely hypothetical <u>Cortenesia</u> Location: 12° S latitude- Area: 1,552 sq. miles Elevation and Topography: Rises to 8,560 feet above sea-level. Mountain ranges with many streams. Climate: Tropical Rainforest, hot and humid all year. Over 80 inches of rainfall per year. Vegetation: Broad-leaved forests of evergreen. Population: 208,000-134 persons per sq. mile. Natural Resources: teak trees, tungsten, limestone, fisheries, and waterpower.	Any necessary art materials

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Historic Background: Mixture of ethnic groups. Formerly a Spanish Colony and some Spanish customs and traditions remain. Primitive methods of agriculture are utilized and political instability has been common. Martamland Location: 24° N latitude- Area: 1500 sq. miles Elevation and Topography: 564 feet above sea level. Plains with many streams. Vegetation: grassland, scattered trees or shrubs, rich, fertile soil. Climate: Humid and hot year round. 40"-60" of rain annually. Population: 27,000-18 people per sq. mile. Natural Resources: Gold, bauxite, copper, silver, tin, waterpower, and fisheries. Historical Background: Primitive tribal groups still exist in this area. During the nineteenth century it was a French Colony. Most of the people are subsistence farmers utilizing primitive methods. Pupils might wish to construct models of the type of home found in each area.	
How do the physical features of an area influence the economy?	With the class list the physical characteristics of an area such as climate, landforms, vegetation. Divide the class into three groups to prepare panel discussions on how the climate, landforms, and vegetation affect the economy. Mention should be made of: Mountains Rivers and lakes Harbors Jungles and forests Rainfall Temperature Soil condition	Climate, Vegetation, Landform - maps already made by students Filmstrips II-SS-W-21-a Vegetation and Man II-SS-W-21-b Landforms and Man II-SS-W-21-e Climate and Man

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Using the climate, landform, and vegetation maps made of Southeast Asia speculate as to the types of economies that might be found in the various countries.	
	Class discussion - do you think there is much industrialization in Southeast Asia? Why or why not? What factors are necessary for industrialization to occur?	Fideler: Asia with Focus on Southeast Asia p. 173 (m)
	Have a student(s) investigate the areas if any, where industrialization has occurred and make a map showing these areas.	Fideler: Southeast Asia p. 135 (m)
What agricultural products are raised in Southeast Asia? What agricultural methods are utilized in Southeast Asia? Why?	Class discussion of how physical characteristics influence agriculture. Note that this is an area of heavy rainfall with warm weather through most of the year. Thus there is a long growing season. Note that Southeast Asia is one of the most important farming regions in the world but only one-tenth of the land is used for farming. What conclusions can be drawn from this?	Other Lands, Other People pp. 89-128 Almanac Oxford: Economic Atlas Rand McNally: Goode's World Atlas Fideler: Southeast Asia Chapter 7 pp. 178-242 (selected pages)
	A chart could be made showing the countries of Southeast Asia and their major farm crops.	
	Prepare a map showing the major farming areas of Southeast Asia. Also make a map showing the important areas of rice and rubber production.	Fideler: Asia With Focus on Southeast Asia Chapter 12 pp. 204-273 (selected pages)
	A large product map might be prepared for the bulletin board showing the agricultural products of Southeast Asia and where they are raised.	
	Divide the class into several groups to report on the raising of: rice copra rubber sugar kapok pineapples tea abaca coffee spices cinchona	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Include information on where these are raised, how they are raised, and their usefulness to man. Make a chart showing those agricultural products which are exported from the various countries of Southeast Asia. Perhaps a student might be able to find what contribution each crop makes to the economy. Using the Economic Atlas several students might make a chart showing the agriculture products exported from Southeast Asia, the percentage exported by various countries, and those countries which import these products. The farming machinery utilized in Southeast Asia is rather primitive. Several students might report on this machinery and show how this primitive machinery affects agricultural production. Perhaps a group of students could find out how rice, sugar cane, and tobacco are raised in the United States. What differences in method are there? Note that farming in the United States is highly mechanized. Perhaps a student could write to a farm machinery company such as McCormick-Deering or Caterpillar for a catalog. Then a class discussion could be held about what factors would be necessary to introduce a harvester or a combine into Southeast Asia. Note the importance of capital for without it technical skill and training would be useless. Several groups of students might report on the following activities associated with farming in Southeast Asia. • irrigation • terracing • plantation system	Ginn: Eurasia pp. 107-109; 113-114; 115; 121; 127 Holt, Rinehart & Winston: World Geography Today pp. 329-330; 332;334; 335; 338; 341 Nostrand: World Geography and You Chapter 57 pp. 412-413 Scott Foresman Beyond the Americas p. 391 Ginn: Thailand Chapter 8 Ginn: Indonesia pp. 77-81 M. Mathers: Story of Indonesia pp. 18-25; 64-65; 66-67; 72; 76-77 Also see Crops M. Mathers: Story of Thailand Unit Scholastic: Rim of Asia pp. 83(m); 99; 134; 141-142

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	They could also explain why agriculture in Southeast Asia is intensive rather than extensive.	
	Class discussion should be held concerning the problems that farmers of Southeast Asia confront. Have the students read the texts to determine what these problems are. Perhaps the class might formulate solutions to some of these. Mention should be made of the following: • primitive farming methods • rats, grasshoppers and other pests • lack of fertilizer • lack of rain • tenant farming • marketing • development of synthetics • use of farm machinery	Laidlaw: Southeast Asia pp. 19-20; 26; 37; 40; 42; 43-44 Prentice Hall: East and South Asia pp. 43-44 Scott Foresman: Beyond the Americas pp. 469 Filmstrips SS-A-32-g Philippines-Farming and Natural Resources SS-L-15-b Rivers and Rice in Thailand SS-R-17-E Philippines- Agriculture National Education Association: Other Lands, Other People pp. 89-128 Almanac Oxford: Economic Atlas Rand McNally: Goode's World Atlas Fideler: Southeast Asia Chapters 8 & 9 pp. 178-242 (selected pages)
What natural resources are found in Southeast Asia? To what degree are these resources utilized?	At times the Orient is referred to as a "Vegetable Civilization". Ask the students if they can determine why this is true and why Orientals consume so little meat. Be sure to mention the religious customs of the area as one cause. Have a class discussion of just what natural resources are. Note that something is not a resource unless it is useful to man. By skimming through texts have the students compile a list of some of the resources of Southeast Asia. Note that these resources can be divided into categories such as: • mineral resources • forest resources • fuel and power Also to consider as resources are human beings. The class could then be divided into four groups to do research on the various resources found, where they are found, their usefulness, where else in the world they are found. Also pictures could be shown of these resources.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A special report could be given on how fish are preserved in Southeast Asia and how this method compares with that utilized in the United States.	Fideler: Asia With Focus on Southeast Asia Chapters 13 & 14 pp. 204-273 (Selected pages)
	A special report could be given in methods of tin mining utilized in Southeast Asia as opposed to methods used elsewhere in the world.	Ginn: Eurasia pp. 109; 112-113; 116; 117-118
	Make a map showing the location of the important mineral resources of Southeast Asia.	
	Make a map showing the location of the important forest regions of Southeast Asia. These are: . Monsoon Forest . Tropical Rainforest . Mountain Forest . Coastal Forest	Van Nostrand: World Geography and You pp. 404-406
	Also show the various forest products of each region.	Holt, Rinehart and Winston: World Geography Today pp. 332; 334; 335;337
	A special report could be given on the part Westerners have played in developing the resources of Southeast Asia.	Ginn: Thailand pp. 89-91; 98
	A chart could be made giving the names of various countries of Southeast Asia and listing their major natural resources under such headings as mineral, forest, etc.	Ginn: Indonesia pp. 8-10; 74-81
To what degree has Southeast Asia developed industrially?	Perhaps several students could determine the major resources which are exported from Southeast Asia and give information on their contribution to the economy.	
	Class discussion - Why does Southeast Asia have so little industry? What factors would be necessary for more industry to develop in Southeast Asia? What are some necessary pre-requisites for industry to develop?	M. Mathers: Story of Indonesia See Minerals, forests and forest products, fishing
		M. Mathers: Story of Thailand pp. 24-28

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The students have already discovered Southeast Asia has a wealth of natural resources. Which of these might be utilized as raw materials for industry? What happens to most of these resources? Why? Have a student make a map showing the location of the major industries in Southeast Asia. Where are most of these industries located? Discover the type of industries found in Southeast Asia. These would be: • Food Processing • Metal Processing • Petroleum Refineries • Textiles • Wood Products Make maps showing the places where each of these industries are located. Divide the class into five groups to research the extent and development of industry found in each category. Where possible try to compare the methods used in Southeast Asia with those used in a more industrially advanced area such as the United States. Handicrafts are very important in Southeast Asia. A group might do research on what handicrafts are, how they differ from manufactured goods, what the major handicrafts of Southeast Asia are, and how they are made. Point out to the class that today handmade articles are highly valued and quite expensive because of the time and effort required to make them. Also they are prized because of their "individuality" as opposed to mass produced goods which are identical in appearance.	Prentice Hall: Eastern and Southern Asia p. 44 Laidlaw: Southeast Asia pp. 19-20; 26; 37; 40-42; 43-44 Filmstrips Title II-SS-E-11-i Unlimited Wants-Limited Resources SS-R-17-D Philippines-Natural Resources National Education Association: Other Lands, Other People pp. 89-128 Almanac Oxford: Economic At. Fideler: Southeast Asia Chapter 10 pp. 178-242 (selected pages) Fideler: Asia With Focus on Southeast Asia Chapter 18 pp. 204-273 (selected pages) Holt, Rinehart & Winston: World Geography Today pp. 328 (m); 332; 338 Van Nostrand: World Geography and You pp. 409-411 Ginn: Eurasia p 109 Ginn: Thailand pp. 92- 95

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - What are the advantages of mass production as opposed to handicrafts? Disadvantages? Discuss the word manufacture. Note its true meaning as opposed to its present use. The countries of Southeast Asia are trying to establish more industry. Have a student report on ways in which Southeast Asian countries are trying to help themselves. People and organizations outside of Southeast Asia are also trying to help provide technical assistance and establish factories in Southeast Asia. Among these are: • World Bank • United Nations • Ford Foundation • Colombo Plan A group of students might be sent to the library to find information and report on what these agencies are and how they are helping in Southeast Asia. Several students might compile a list of foreign countries which have contributed to economic improvement in Southeast Asia and tell what their contribution has been. Several students might prepare a report on the Peace Corps and its activities in Southeast Asia. They could prepare a chart showing the number of volunteers stationed in the various countries of Southeast Asia and discover why the Peace Corps ceased operation in Indonesia in mid-1965.	Ginn: Indonesia pp. 78-81 M. Mathers: Story of Indonesia See Industry Laidlaw: Southeast Asia pp. 53-56 Scott Foresman: Beyond the Americas pp. 468-469 Filmstrips SS-C-60-c Burma-Industry and Transportation SS-C-60-E Malaya-Industries and Cities SS-C-60-i Thailand-Industries SS-R-17-F Philippines Other Industries

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the future, economically, of Southeast Asia?	Economically, Southeast Asia is an underdeveloped area. Compile a list of the average annual income of the countries of Southeast Asia. Compare this with that of the United States. Class discussion - What economic potential does Southeast Asia have? Mention her abundant resources, vast supply of water, and excellent location. As a culminating activity a chart might be made with the following headings: Country Resources Income Major Occupations Major Agricultural Products Type of Manufacturing Currency Unit	Fideler: Southeast Asia pp. 178-242; (selected pages) Fideler: Asia With Focus on Southeast Asia pp. 204-273 (selected pages) Van Nostrand: World Geography and You pp. 410; 416-418 Laidlaw: Southeast Asia pp. 19-20; 26; 37; 40; 43-44

EVALUATION

1. Are the students aware of the functions of an economic system?

2. Are they familiar with the component elements of an economic system?

3. Is there a recognition and understanding of the relationship between the physical characteristics, the people, and the economy of any land?

4. Do the students understand the nature of a natural resource?

5. Are they able to locate, identify, and give the importance of the chief natural resources of Southeast Asia?

6. Are the students aware of the ways in which these resources have been utilized in the development of the economy?

7. Is there a realization of the influence people have on the development of the economy?

8. Can they identify the economic base of Southeast Asia?

9. Are they familiar with the extent to which these areas have been developed industrially and agriculturally?

10. Is there an understanding of the reasons that agricultural methods in this area are still primitive?

11. Can the students determine and evaluate the effect that slow development of transportation and communication has had on the development of the economy in Southeast Asia?

12. Is there an understanding of the factors necessary for industrial development to occur in Southeast Asia?

13. Is there an understanding of the term handicraft?

14. Can an identification and examination of the trade patterns of Southeast Asia be made?

15. Are the students familiar with the many international agencies concerned with the economic development of Southeast Asia and their functions?

16. Are they aware of the extent to which the United States is involved in the economic development of Southeast Asia?

SECTION IV
HISTORICAL DEVELOPMENT AND GOVERNMENTAL SYSTEMS

SUGGESTED TIME: 2-3 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should be aware of the various types of government existing in Southeast Asia.

2. The students should understand the function and purpose of government.

3. The students should be aware of the historical background of Southeast Asia and the factors which have influenced change in governments there.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. Political change has occurred in Southeast Asia.

2. Since 1945 Southeast Asia has been a focal point of continuous and intensive conflict.

3. The historical development of Southeast Asia has been influenced by Western European countries.

4. A variety of governments are found in Southeast Asia.

5. All the countries of Southeast Asia, except Thailand, have achieved independence after experiencing a period of colonialism.

VOCABULARY

communism

constitution

constitutional monarchy

democracy

dictatorship

Dutch East India Company

federation

government

legislature

monarchy

Pearl Harbor

prime minister

republic

revolution

socialism

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major events in Southeast Asian history?	In an earlier section the students have discussed the movement of early peoples into Southeast Asia. Drawing upon this information and in information gathered through the read- of their texts, the students should prepare a time line showing some of the major events in Southeast Asian history. (See appendix A.) Another group of students could prepare a time line or bar graph showing the countries of Southeast Asia and the dates on which each achieved independence. (See appendix B.) A class discussion should be held to review information reported on earlier regarding the influences of the Indians and Chinese on the development of Southeast Asia. A group report should be prepared on colonialism in Southeast Asia. After the reports have been given the class should compare and contrast the colonial policies of France, Spain, Portugal, Holland, and Great Britain in Southeast Asia. Several students might prepare a special report on the Philippines and United States rule in that area. How long was the United States a colonial power in Southeast Asia? How did United States colonialism compare with French British, etc. Another group could report on Japanese colonialism in Southeast Asia. They should emphasize the fact that Japan was also becoming involved in a global conflice. On a wall map locate Pearl Harbor and note its proximity to Southeast Asia.	Scholastic Press: The Rim of Asia pp. 84-155 (selected pages) National Education Association: Other Lands Other People pp.89-128 (selected pages) Fideler: Southeast Asia pp. 53-69;178-242 (selected pages) Scott Foresman: Beyond the Americas pp. 387-389 Ginn: Thailand pp 1-3; 16-29 Ginn: Indonesia pp. 1-6; 17-29 Fideler: Asia with Focus on Southeast Asia pp. 144-131; 204-273 (selected pages) Laidlaw: Southeast Asia and American Policy Chapter 3 p. 11 Filmstrips Title II-SS-E-11-D Indonesia SS-A-37-C Burma SS-A-37-D Thailand SS-A-37-E Malaya SS-C-52-1 Laos SS-L- 19-f South Vietnam SS-L-19-g Cambodia and Laos SS-R-17-A Philippines -Historic Background

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIAL
	Perhpas the class might be divided into groups and each assigned a country or countries. The group could then prepare a brief historical sketch of the country. To accompany the reports, time lines could be prepared. These could then be examined for similarities and differences. A group could collect information and have a panel discussion on such questions as: Why do you think the countries of Southeast Asia wished to become independent? How did they achieve their independence (violent or non-violent)? What influence do you think the American Revolution had on the Southeast Asians? Who were some revolutionary leaders? In general what conditions were prevalent after a revolution?	
What is government?	Class discussion on this question to arrive at a definition. How does the government of a country differ from the government of an organization? Why is government necessary? What are some of the services that a government provides? . Police . Firemen . Education . Health and Welfare . Postal . Judicial . Social control Basically a government performs two major functions. It resolves conflicts and it provides services. Governments may be classified according to: . Structure-federal or centralized . Control - democratic or absolutistic . Head-monarchy or republic . Participation - direct, representative or limited . Central government-cabinet or presidential . Discuss the meaning of these terms with the class.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What different types of government exist in Southeast Asia today?	Make a chart showing the countries of Southeast Asia and giving the type of government, date of formation and the title of its head. Make special report on some of the political leaders of Southeast Asia such as President Sukarno of Indonesia, President Magsaysa of the Philippines, Prime Minister U Nu of Burma, and the Cahkri rulers of Thailand. A chart could be made giving the names of the Southeast Asian countries, their present rulers, and the capital city. The Federation of Malaysia is a member of the British Common Wealth of Nations. Report on the British Commonwealth. Include such information as: What is the British Commonwealth of Nations? Who are the other members? What benefits does membership have for Malaysia? Class discussion-What is a constitutional monarchy? Point out that England has a constitutional monarchy. Is a republic necessarily democratic? Can it be a dictatorship? How? Point out that though Indonesia was a republic, Sukarno was virtually a dictator from 1959-1965. When he established "guided democracy" he replaced the elective legislature with an appointive body and assumed all political authority.	Fideler: Southeast Asia pp. 178-242 (selected pages) Ginn: Thailand pp. 99-101 Ginn: Indonesia pp. 43-73 M. Mathers: Story of Indonesia pp. 142-146 M. Mathers: Story of Thailand pp. 114-118 Scholastic Press: Rim of Asia pp. 84-155 (selected pages) Fideler: Asia with Focus on Southeast Asia pp. 204-273 (selected pages) Laidlaw: Southeast Asia pp. 16-50 Scott Foresman: Beyond the Americas pp. 393-398 Rand McNally: Geography and World Affairs pp.345;346-356 Encyclopedias Library Books

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion- What is a constitution? Does it have to be written? Emphasize the importance interpretation has in the practical application of governing. Note that most constitutions provide for a lawmaking or legislative body. Find the names of the various Southeast Asian legislatures. Have the students read to find the names of the units of local government in the countries of Southeast Asia and the titles of the heads of these units. Perhaps they could make maps of the various countries showing the political divisions or the major islands.	Filmstrips SS-C-9-A Koko of Philippine SS-M-21 Malaysia : Struggle for Survival SS-R-15 Republic of the Phillippines SS-S-43 South Vietnam: A Key to Southeast Asia's Future SS- T-10 Thailand:
What are some of the problems faced by the governments of Southeast Asia?	Through class discussion the student should be able to compile a list of the problems. . Economic underdevelopment . Illiteracy . Health and Welfare . Lack of Technology . Political Instability . Communism . Lack of capital The class might be divided into discussion groups to discuss these problems and to try to arrive at solutions. A report might be prepared on divided Vietnam and United States involvement there. Class discussion of our position in Vietnam.	Films R-210 Republic of the Phillipines S.N.D.-V-9-1-1 South Vietnam Builds Under Fire Materials listed above.

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discuss the possibilities of co-operation among the countries of Southeast Asia. Since they have many common problems they would probably derive great benefit from this. A special report could be prepared on Seato. When was it formed? What is its purpose? Who are its members? How successful has it been? Make a map or chart showing the members of Seato and their date of entrance into the organization. A special report might be prepared on the Bandung Conference held in Indonesia in 1955. What was it? What countries were involved? Other reports might be prepared on the Geneva Conference of 1954 (Vietnam) and the Geneva Agreements of 1962 (Burma). Discuss the problem of political instability in Southeast Asia. What other areas of the world presently are experiencing this same instability? Mention should be made of Latin America and Africa. In what ways are the three areas similar? . Imperialism and Colonialism . Economic Underdevelopment . Lack of Capital . Lack of technology . Illiteracy, etc. Class discussion-What future developments do you feel will occur in Southeast Asia?	

EVALUATION

1. Can the students identify the major events in Southeast Asian history?

2. Are the studentsfamiliar with the reasons that the countries of Southeast Asia wished to be independent and the general process through which each went to achieve its independence?

3. Can the students identify both the advantages and disadvantages of colonial rule?

4. Do the students understand what government is, how it functions, and why it is necessary?

5. Can the students evaluate the amount of influence the government has on the lives of the people?

6. Are the students familiar with the types of government that exist in Southeast Asia today?

7. Can the students identify some of the present political leaders of Southeast Asia?

8. Can the students identify some of the problems faced by the governments of Southeast Asia?

9. Do the students understand why the rest of the world is interested in and concerned about events in Southeast Asia?

10. Are the students aware of the extent to which Southeast Asia is involved in world affairs?

1500-300 B.C.		First peoples migrate to Southeast Asia
140 B.C.		Han commercial contact with Southeast Asia
1-400's A.D.	B.C. / A.D.	Indian culture (Buddhism) spread to Southeast Asia. Indian settlements in S.E. Asia Pyus migrate to Irawaddy Basin
	100	
200	200	
	300	
	400	
500-600		Khmers gain control of Cambodia
	500	
600-900		Chinese cultural influence in S.E. Asia
	600	
638		Pyus found City of Splendor
	700	
800-1100		Khmer Kingdom
832-835	800	Thais defeat Pyus
860		Thais enter Siam
	900 -	
	1000	
	1100	
1200's		Moslem merchants introduce Islam
	1200	
1253		Thais defeat Nan Chao
1292		Marco Polo visits S.E.Asia
	1300	
	1400	
1500's		
	1500	
1521		European traders Magellan claimed Philippines for Spain
1569		Spanish settle Philippines
	1600	
	1700	
1800's		
	1800	British imperialism
	1900	

APPENDIX B

TIME LINE OF INDEPENDENCE

1946	Phillipine Republic (From U.S.)
1947	Burma (From Britain)
1948	
1949	Laos (From France) Indonesia (From Netherlands)
1950	
1951	
1952	
1953	Cambodia (From France)
1954	Vietnam, North and South (From France)
1963	Malayasia (From Britain)
1964	
1965	Singapore (from Malayasia)

APPENDIX C

HISTORY_SOUTHEAST ASIA

As early as 100 A.D. Indian merchants crossed the Indian Ocean to trade and settle in Southeast Asia. They bought with them their language, religion, and culture. Eventually the peoples of Burma, Siam, Cambodia, and Laos adopted the Hindu religion and culture. In Indonesia and Malaya, Moslem missionaries converted the natives to Islam. The people of Vietnam, once part of the Chinese Empire, absorbed the Chinese religion and culture. Many of the Philippine natives however, have been converted to Christianity. Thus there are a variety of cultural and religous backgrounds in Southeast Asia.

During the Middle Ages (800-1500) Arab and European merchants came to Southeast Asia. After conquering India, the Arabs took over the Indian merchant's spice trade acting as middlemen in the sale of spices to European merchants. In the sixteenth century Europeans statted trading directly with Southeast Asia and gradually gained political control of the area. The first part of Southeast Asia to fall under European cotrol was the Spice Islands (Indonesia). Portuguese, Spanish, Dutch, and English struggled for control of the area but eventually the Dutch won. The Philippines were the next to fall. These islands were discovered by Magellan in 1521 and claimed for Spain, but settlements were not made there until 1569. Malaya came under European influence in the sixteenth century, when the Portuguese set up a trading post at Malacca. It was the British who eventually gained control of Malaya. In 1819 they bought the island of Singapore which became a key port on Britain's lifeline to the East.

In the last quarter of the nineteenth century the British brought most of the Malay Peninsula under their control and added Burma to the British Indian Empire. Vietnam, Laos, and Canbodia came under the rule of France and were known as French Indochina. By the end of the nineteenth century Siam, (Thailand) was the only country in Southeast Asia not under foreign control.

Some Europeans came to Southeast Asia to bring peace, Christianity, and progress to the natives. Unfortunately, many came simply to make money. Europeans exploited the mineral and agricultural wealth of the colonies. In the East Indies the Dutch established sugar, tea, and rubber plantations and developed rich tin mines and oil fields. The islands also produced tobacco, and tropical fruits and vegetables. Dutch ships carried these products to markets all over the world. Malaya's tin and rubber were very profitable to the British. Since the natives were unwilling to work for the British, Indian and Chinese laborers were brought in..Burma furnished the British with valuable supplies of oil, teak, tungsten, silver, and lead. French Indochina had rich deposits of coal but otherwise was the poorest country of Southeast Asia.

HISTORY-SOUTHEAST ASIA (cont'd)

Southeast Asia was not developed industrially because the colonies were regarded as producers of raw materials for the factories of the mother country, Profits went to the Europeans who controlled trade and administered colonial governments with the purpose of taking as much wealth out of the colonies as possible.

The natives made few objections to their exploitation because they didn't realize what was happening to them. They did not understand money, banking, and the tools of modern business. The Europeans did not bother to educate them for fear of losing their power. They were there to make money and not to educate the natives. After three centuries of Dutch rule the natives of the Dutch East Indies were still 93 percent illiterate.
After World War I, discontent with European rule increased.
Then during World War II European domination of Southeast Asia came to an end. The Japanese invaded the region and the Europeans fled. Feelings of nationalism were stirred with the Japanese slogan "Asia for the Asians." Under Japanese rule the Southeast Asians gained confidence and independence but they did not like Japanese rule any better than they had liked European domination. In 1945 the Japanese were driven out and the nationalist movements burst forth. Communists from Russia and China preached hatred of the European imperialists. Eventually the Europeans yielded and began to withdraw.

Communism has become a major threat in Southeast Asia. During the early 1960's North Vietnam served as a point for spreading Communism into Laos and South Vietnam. In Laos, North Vietnam supplied the Communist Pathet Lao with men and equipment. By 1962 the Communists controlled nearly half the country. Since the Communist held portions of Laos border South Vietnam supplies flow from North Vietnam through Laos to South Vietnam.

Source: Story of Nations, Holt, Rinehart & Winston; Pp. 576-579; 581

APPENDIX D

TERMS RELATED TO AN ANALYSIS OF GOVERNMENT

QUESTIONS:		
What are two basic structures for the government of a country?	federal	centralized
What types of control may be exerted?	democratic- "the people"= the electorate	absolutistic- dictatorship of one party or one person
How is the Head of state selected?	monarchy- inherited	republic- elected
What are three means by which the people may participate in the government?	direct	representative limited
What are two modes of central government?	cabinet "responsible" to a parliament	presidential "fixed elections"

APPENDIX E

NATIONAL GEOGRAPHIC MAGAZINES

RELATED ARTICLES

Malaya Meets Its Emergency (Communists)	February, 1953
Spices, the Essence of Geography	March, 1949
Angkor, Jewel of the Jungle (Cambodia)	April, 1960
Portrait of Indo-Chino	April, 1951
Southeast Asia: Arena of Challenge	May, 1961
Photographing a Volcano in Action	October, 1955
Bali's Sacred Mountain Blows Her Top (Part I)	
Devasted and Homeless People (Part II)	September, 1963
Indonesia, the Young and Troubled Island Nation	May, 1961
Republican Indonesia Tries Its Wings	January, 1951
This Young Giant Indonesia	September, 1955
"Yankee" Roams the Orient	March, 1951
Burma, Gentle Neighbor of India and Red China	February, 1963
Report on Laos	August, 1961
Scintillating Siam	February, 1947
Thailand Bolsters Its Freedom	June, 1961
Postwar Journey Through Java	May, 1948
Cave Bridges of Asia (Burma)	August, 1948
Operation Eclipse (Burma)	March, 1949
Indochina Faces the Dragon	September, 1952

SOUTHEAST ASIA

Strife-torn Indo-China	October, 1950
Pageantry of the Siamese Stage	February, 1947
South Vietnam Fights the Red Tide	October, 1961
Volcano and Earthquake Show Nature's Awesome Power	March, 1960

In Storied Lands of Malaysia	November, 1963
War and Quiet on the Laos Frontier	May, 1954
East From Bali by Seagoing Jeep to Timor	August, 1962
A New Volcano Bursts from the Atlantic	June, 1958
"Around the World in Eighty Days"	December, 1951
Operation Eclipse: 1948	March, 1949
Little Laos, Next Door to Red China	January, 1960
Seeking Mindanao's Strongest Creatures	September, 1948
Helicopter War in South Viet Nam	November, 1962
Passage to Freedom in Viet Nam	June, 1955
Cambodia: Indo-China's "Neutral" Corner	October, 1964
Singapore. Reluctant Nation	August, 1966
Malaysia's Giant Flowers and Insect Trapping Plants	May, 1964
The Philippines, Freedom's Pacific Frontier	September, 1966
American Special Forces in Action in Viet Nam	January, 1965
Of Planes and Men (South Viet Nam)	September, 1965
Saigon Eye of the Storm	June, 1965
Slow Train through Viet Nam's War	September, 1964
Water War in Viet Nam	February, 1966
Living with Thailand's Gentle Lua	July, 1966